I was a stranger and you welcomed me.

Matthew 25:35

Thank You


Images on front cover are from:
A Well Founded Fear (November Films 2008) St Bakhita Centre Sydney
Introduction

For many years the **Edmund Rice Centre** (ERC) has been working to raise awareness of, and advocate for, the needs and rights of asylum seekers and refugees. Each year we publish a great deal of information in the form of reports, newsletters, audio visual material and media commentary.

This ERC Education Resource specifically converts much of our published information into curriculum support material that addresses the learning needs of school students. The aim is to support students and their teachers in their study of asylum seekers and refugees, helping them to understand the background of the people seeking refuge and to separate the myths from the facts.

The cross-curricular activities presented in this publication are designed to help educate participants to think about the complex issue of asylum seekers and refugees with compassion and thus to engage the heart as well as the mind in this critically important issue.

The activities are engaging, creative and informative and many of them focus on real people and their stories. They suit all learners, can be used within the framework of the National Curriculum and can be adapted to every year level in secondary school. Some activities can also be used with primary classes, students with special needs, and community groups.

The story of asylum seekers and refugees and the issues that impact on their lives are examined from many different angles. There is also plenty of scope for teachers to add their own particular focus to link it with specific subject areas or topics of study. They can be presented as individual lessons or combined to make up a unit of work. Teachers can also extend the activities, if more depth and research is required for assessment tasks or group work.

Many people have offered feedback, ideas and expertise in the development of this project: to my colleagues at the Edmund Rice Centre, thank you for your support, involvement and inspiration. Also, to the many teachers, volunteers, Australian Catholic University, Diocese of Broken Bay, St Patrick’s College Strathfield and Norton Rose Fulbright Australia. Your input has helped to shape this resource. A special thank you to all who have shared their personal stories. This project has been a work of true collaboration.

Ultimately, asylum seekers and refugees seek protection from persecution. How we meet and deal with them is a measure of our humanity. Martin Luther King, Jr. once said, “I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood (and sisterhood) can never become a reality… I believe that unarmed truth and unconditional love will have the final word.”(King, 1964)

Peace is only possible when we recognise the rights of individual human beings and their innate dignity.

Best wishes for your study

**Marisa Brattoni**

*Edmund Rice Centre for Justice and Community Education*
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Note to Presenters

- When using this resource, presenters need to be aware that there may be people in the school community who are former asylum seekers and refugees.
- Teachers and other presenters need to be sensitive to what may arise during this study in terms of emotions, memories, reactions and insights, for all the people participating in this study.
- There is currently a movement to make the issue of Asylum Seekers and Refugees more compassionate, and easy for people to understand. So, the language around it is changing. We are being encouraged to use the terms refugees and people seeking asylum. The term refugees now comes first followed by people seeking asylum.

Links to the Curriculum

This resource can be used in the implementation of the curriculum in the following areas:

- English
- Human Society and Its Environment (HSIE)
- Visual Arts
- Music
- Business Studies
- Mathematics (Activities 7 and 24)
- Photographic and Digital Media
- Religious Education
- Technological and Applied Studies (TAS)
- Drama
- Legal Studies
- Geography
- Personal Development, Health and Physical Education (PDHPE)
Learning Outcomes

Students will:

• understand what is a human right;
• understand who is an asylum seeker;
• understand who is a refugee;
• understand concepts such as immigration, border security, mandatory detention, belonging, advocacy, myths, conventions, statistics and trends;
• make direct contact with asylum seekers and refugees to help develop an understanding of their stories and the situations they have left in their homelands;
• know about the works of asylum seeker and refugee groups and organisations in the local, national and global context;
• be able to discuss the international conventions pertaining to asylum seekers and refugees;
• develop skills to help dispel myths surrounding asylum seekers and refugees;
• know how to use imagination in writing, and visual representation through craft, media, art, textiles to express their responses to the asylum seeker and refugee issues;
• identify Catholic Social Teaching principles and establish links to how these relate to asylum seekers and refugees;
• participate in a range of activities that raise awareness in the areas of liturgy and spirituality with regard to asylum seekers and refugees;
• identify the reasons why there are asylum seekers and refugees in the world and then examine the effects of this;
• compare how asylum seekers and refugees are treated in different countries;
• know how to formulate and present an argument to support a particular point of view;
• know how to interpret statistics in order to gain an understanding of current trends;
• know how to write a script;
• identify specific questions for investigation;
• demonstrate learning through the production of completed works such as: a speech, media release, petition, craft, art, interview, poster, a debate, prayer, a liturgy, PowerPoint presentation, picture book, and/or interview;
• utilise the library and its resources for research and as a display area in the school to raise awareness about asylum seekers and refugees;
• collect, organise, display and celebrate completed work from this study.
Building the Field of Knowledge

Whilst the likely Key Learning Areas for the following activities have been suggested, many can be used as preparatory or foundation activities to build the field of knowledge for the topic Asylum Seekers and Refugees in any curriculum area.

These activities can be used:

- Separately as learning tasks, group tasks or they can build a complete unit of work;
- As assessment tasks. e.g. Activity 13, 20, 21, 22, 26 and 31;
- As activities for Social Justice Day and World Refugee Day (June 20);
- They can also be adapted for use in all Year levels, unless otherwise specifically stated.
Definitions

**Human right:** A basic, universal freedom or entitlement inherent to all human beings.¹

**Asylum seeker:** A person who is currently seeking protection as a refugee and is still waiting to have his/her application for refugee status assessed.²

**Refugee:** A person who has sought protection in another country and has been successful in their application.

A refugee is someone who is outside their own country and cannot return due to a well-founded fear of persecution because of their:

- Race
- Religion
- Nationality
- Membership of a particular social group or
- Political opinion

As a signatory to the 1951 United Nations Convention Relating to the Status of Refugees, Australia has sworn a commitment to offer protection to people who have fled from their home country due to a real threat to their lives and/or basic freedoms. When Australia ratified the convention it became part of Australian law. By signing the Convention (and the 1967 Protocol), Australia declared its belief in the universal human right to seek asylum and the right of asylum seekers to have their claims fairly heard.³

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Activities

**Please Note** If a link doesn’t work in the activities when you click on it, you may need to copy and paste the link into your browser to access the information.

**English**

1. **Using Your Imagination**

Download and read the Asylum Seeker Resource Centre Student Resource Kit: Asylum Seekers and Refugees Factsheet.

Read Points 1 - 4.

Read some of the media releases about asylum seekers and refugees on the Refugee Council of Australia and Asylum Seekers Resource Centre websites.


www.asrc.org.au/category/blog/in-the-news

a) Brainstorm ideas around a change that you would like to see happen in the way in which Australia deals with asylum seekers and refugees (e.g. the government decides to close detention centres).

b) Write your own media release or news article and choose a way to present it.

c) Design a webpage or social media campaign to express your idea.

d) Create a message in support of asylum seekers and refugees that you would like to display on a billboard. (10 words or less). Imagine that the space you have is like a billboard that you see out the front of a church or school. Present your message using any medium you choose. Make your letters bold and colourful. You may like to include a relevant symbol or image with your billboard message.

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2. Novel Study

a) Look in the Young Adult book section of your school library for novels relating to asylum seekers and refugees. (Please refer to the list of examples in d).

b) Choose 3 books, read the blurs and write a paragraph on each, outlining the story.

c) As a class group, share and discuss the books you have found.

d) Choose one book and read it.

The following are examples of books you might like to read:

- Mahtab’s Story
- Refuge
- Boy Overboard
- Girl Underground
- *Finnikin of the Rock
- *Froi of the Exiles
- *Ferragost
- *Quintana of Charyn
- *(Fantasy, Ages 15+ Years 10, 11, 12)
- The Arrival
- The Rugmaker of Mazar-e-Sharif
- No Gun for Asmir
- Escape from Sarajevo
- Asmir in Vienna
- Parvana
- Parvana’s Journey
- Parvana’s Promise
- Shauzia
- The Happiest Refugee
- Onion Tears
- Soraya the Storyteller
- Shahana: Through My Eyes
- Amina: Through My Eyes
- Naveed: Through My Eyes
- Malini: Through My Eyes
- Zafir: Through My Eyes
- Australians All
- From Kinglake to Kabul
- No Safe Place
- On Two Feet and Wings
- The Ink Bridge

* indicates a fantasy book.
e) Create your own response to the book you have read in Activity 2d) and report back to your class. e.g write a book review. You might like to comment on the following: the themes, issues, values, ideals, and style. How did you feel reading the story?

f) Develop some questions you would like to ask the main character(s) and the author. Present this information in any medium you choose e.g. poem, article, story.

g) Compile a class book list of all the books that the class has read and reported on in Activity 2b). Include class reviews or comments about the books.

h) In order to encourage others to read these stories, summarise the information from 2b) on an eye catching poster to be used as a display for the school library notice board.

i) Set up an asylum seekers and refugees book display in the library for World Refugee Week (June 20 is the United Nations’ World Refugee Day). Use all the books that have been featured in Activity 2 (Novel Study) and 27 (Picture Book Study). Include all the completed works from Activities 2(f) (Novel Study), 20 (Tell The Story), 28 (Images), 30 (Be Creative), 31 (What is Your Message?), 34(c) (What is Catholic Social Teaching?) and 35 (What do these Organisations Do?)
3. Poetry

Do an internet search using the key words: “Poems asylum seekers and refugees”.

a) Choose a poem on the theme to include in your study. Give the title and the writer.

b) Write a brief synopsis of the poem and your response to it.

c) Write your own poem about asylum seekers and refugees or a related topic, idea or theme that has sparked your interest during this study e.g. the journeys people make, leaving my homeland, my new home, belonging.

d) You might like to read some of the poems written by Peter Skrzynecki OAM about the migrant experience.

e) Arrange to hold a Poetry Slam in your school. Compose and deliver a poem, story, monologue or rap. The topic is: Refugees and People Seeking Asylum.

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela
One child, one teacher, one book and one pen can change the world.

Malala Yousafzai
4. Singing, Dancing, Music

a) Do an internet search and find 3 songs and music related to refugees and people seeking asylum. Examine the lyrics. What are the main themes in the songs you have found?

One of the songs you could listen to is:

“Cry Freedom” by Mark Raue & Louise Crawford. From the CD Change the World available at www.commongoodmusic.com.au

Free music video for this song available at: https://www.youtube.com/watch?v=4lQCu8-MtPA

(You may need to copy and paste the link into your browser to access the song)

b) As a class, brainstorm words that could be used when writing your own lyrics e.g. compassion, leaving home, journey, isolation.

c) Create a song with your own original lyrics, a piece of instrumental music, a rap or a dance around the theme refugees and people seeking asylum.
5. Terms and their Meaning

a) Research the following terms and answer these questions to broaden your understanding:
   
i. What is a UN convention or protocol?
   
ii. What does it mean to sign and ratify one?
   
iii. What rights and protection does Australia’s ratification of the 1951 UN Refugee Convention and the 1967 Protocol provide for asylum seekers and refugees?
   
iv. Briefly explain the principle of “non-refoulement” (Article 33).

b) Find two media articles about a rejected asylum seeker(s). Investigate the background of the rejected asylum seeker(s). Bring your findings to a class discussion.
6. Definitions

Search the following websites to find the definitions of the terms in **bold**.

Read the definitions.

List the key points for each one.

**An Asylum Seeker**

Refugee Council of Australia

Search in Glossary:

http://www.refugeecouncil.org.au/resources/glossary/

**A Refugee**

Refugee Council of Australia

Search in Glossary:

http://www.refugeecouncil.org.au/resources/glossary/

**Mandatory Detention (Immigration Detention)**

Refugee Council of Australia

Search in Glossary:

http://www.refugeecouncil.org.au/resources/glossary/

**Irregular Maritime Arrival (IMA)**

Refugee Council of Australia

Search in Glossary:

http://www.refugeecouncil.org.au/resources/glossary/

**Unauthorised Maritime Arrival (UMA)**

Immigration Advice and Rights Centre


(Check Paragraph 2, Line 3)

**Resettlement**

Refugee Council of Australia

Search in Glossary:

http://www.refugeecouncil.org.au/resources/glossary/
An Unauthorised Entrant
Asylum Seeker Resource Centre

Search in Student Resource Kit (1. Who is an asylum seeker?):

**Bridging Visa E**
Department of Home Affairs

Search in Fact Sheet 65:

**Refugee Status Determination**
Refugee Council of Australia

Search in Glossary:
http://www.refugeecouncil.org.au/resources/glossary/

**Temporary Protection Visa (TPV)**
Refugee Council of Australia

Search in Glossary:
http://www.refugeecouncil.org.au/resources/glossary/

**Refugee Convention**
Refugee Council of Australia

Search in Glossary:
http://www.refugeecouncil.org.au/resources/glossary/

**Non-Refoulement**
Refugee Council of Australia

Search in Glossary:
http://www.refugeecouncil.org.au/resources/glossary/

**Refoulement**
Refugee Council of Australia

Search in Glossary:
http://www.refugeecouncil.org.au/resources/glossary/
Education and tolerance are key to the success and survival of humanity

Associate Professor Munjed Al Muderis (Orthopaedic Surgeon, author, human rights activist)
7. A Fact-Finding Mission

Go to the Department of Home Affairs.

Examine the current Immigration Detention and Community Statistics Summary and then complete the following:

i. The latest figure for the total number of persons in immigration detention facilities is …

ii. The number of people in immigration detention who arrived unlawfully by air or boat to seek asylum is …

What is the percentage of the total immigration detention population?

iii. The current number of people who had arrived in Australia lawfully and were then taken into immigration detention for either overstaying their visa or breaching their visa conditions, resulting in visa cancellations is …

iv. The current number of people in immigration detention who had arrived by boat (Illegal Maritime Arrivals) is …

v. The current number of people in immigration detention who had arrived by air (Air Arrivals) to seek asylum is …

vi. The countries that asylum seekers and refugees leave in order to come to Australia are …

vii. The total number of children in Immigration Residential Housing, Immigration Transit Accommodation and Alternative Places of Detention is …

viii. The average period of time for people held in detention facilities is …

ix. After examining these tables, I conclude that …

8. Why Do People Leave Their Homeland?

Why do people leave their homeland in order to seek asylum? List 3 reasons.
9. Where Do The Asylum Seekers and Refugees Come From?

Using the information from question 7(vi) about the original homeland of asylum seekers and refugees that make their way to Australia, look at these countries using Google Earth, then complete the following tasks.

On a map of the world:

a) label and shade these countries;
b) mark in their capital cities;
c) label and shade two countries that border each country or are its nearest neighbours;
d) determine which hemisphere the countries are in (Northern or Southern) and write the letters “NH” or “SH” in the country;
e) note in which continent the country is situated;
f) choose one country and mark the route people would take to get from there to Australia;
g) list the countries they may pass through on their journey;
h) which of the countries through which they pass have signed the UN Convention on Refugees?
i) (optional) calculate the distance to Australia from the country you chose in Activity 9(f).
j) Research the foods eaten in the country you have chosen in f) and find a recipe for a traditional dish.
k) As a class, compile a Recipe Book using all the recipes from j) and decide on a title for your Recipe Book.

10. Where Do Asylum Seekers and Refugees Make Their New Homes?

a) List 3 suburbs (or towns) in your local area or capital city where asylum seekers and refugees have made their homes.
b) On a map, label and shade these suburbs or towns.
c) Find a good news story about a refugee(s) from your local area or beyond to share with your group or class.
How wonderful it is that nobody need wait a single moment before starting to improve the world

Anne Frank
11. Film Study

a) Watch the film *A Well Founded Fear* (November Films, 2008)
(Suitable for Ages 15+, Year 9 upwards).

Answer the following questions:

i. What will you remember about this film?

ii. How did you feel watching this film?

iii. What have you learnt by watching this film?

iv. Which people’s stories affected you?

v. Was there anything about the film that shocked or surprised you?

vi. How would you describe this film?

vii. Would you recommend that all Australians watch this film? Why/Why not?

viii. What questions would you ask Phil Glendenning AM or any of the people in the film?

b) Write about your response to this film.

c) Go to the Edmund Rice Centre website www.erc.org.au

Write your own advertisement for the Edmund Rice Centre.

Make it two paragraphs. Use colour, graphics and imagery.

d) Talk about the term advocacy and what it means. Write a letter of advocacy to the
Prime Minister and the Minister for Immigration and Border Protection about the issues
raised in the film.

e) As a class, discuss petitions. Include all the key elements involved in preparing and
presenting a petition to Parliament.

- **Formulate a petition that you would like to present to the Prime Minister and Minister for Home Affairs. To ensure you word your petition correctly, do an internet search using the key words: “Federal Parliament of Australia Petitions.”** You will find guidelines there.

- **You might like to make the focus of your petition: to end mandatory detention onshore and offshore and process people seeking asylum onshore.**

f) You might like to sign the following Refugee Week Declaration. Go to: http://www.refugeecouncil.org.au/declaration/
I welcome refugees to Australia and call for a more humane and sustainable approach to both the protection and settlement of people seeking asylum. Australia’s current policies come at a great cost, both human and financial, and I know we can do better than this.
12. Theatre In Education

Use the research from Activities 6 (Definitions), 7 (A Fact-Finding Mission), 8 (Why Do People Leave Their Homeland?) and 9 (Where Do the Asylum Seekers and Refugees Come From?) to devise and present a Theatre in Education piece suitable for performance to Year 5 and 6 students.

Teachers may find it useful to develop the script for this activity from the real life experiences explored in Activity 14, or from recounts of peoples’ experiences found on the internet. The website “New Humans of Australia” has migrant and refugee stories.

http://www.newhumansofaustralia.com/ 10

13. Be an Investigative Reporter (Assessment Task)

The recounts that were researched in Activity 12, may give the students ideas into the kinds of topics refugees would like to talk about.

- Imagine you are a reporter for a television network.
- State what program and network you are with.
- Create an interview with an asylum seeker or refugee.

a) Write an interview list of questions.

b) Write a script providing background information about asylum seekers and refugees and include some visual material.

c) If you have the opportunity and permission (written), ask the questions in person and film the interview.

14. Connecting With People and Their Stories

a) Invite some students and their parents from your school or a neighbouring school who are former asylum seekers and refugees to tell their stories to the class.

b) Make contact with an organisation that supports asylum seekers and refugees and invite people to come to the school to share their stories with students.

c) Arrange for students to visit the organisation and talk with and meet the people who are connecting with the organisation, as well as those who are supporting asylum seekers and refugees.

- Students devise their own questions to ask.
- Students report back to the wider group about their experience and learning.
- Activity 26 (What Do You Recommend) can be the report.
- This activity may be explored by bringing the words and experiences of the people the students have listened to, spoken with, or researched, as a theatre piece that can be shared with other students. This is outlined in Activity 12.

15. What Do You Know About The Edmund Rice Centre?

Go to the Edmund Rice Centre website www.erc.org.au

Read what is written about refugees and people seeking asylum.

Look at the Syrian and Iraqi Refugees Empowerment Project (SIREP)

Examine what is currently being featured.

a) Summarise it in 10 dot points OR 2 short paragraphs.

b) Write a paragraph about another ERC project or initiative eg. Pacific Calling Partnership or Justice Through the Arts.

c) Why did you choose this project or initiative?

d) Design another logo for the Edmund Rice Centre.

e) Describe the symbols and colours you have used in the new logo. What do they represent?
16. Who Are Supporting Asylum Seekers and Refugees?

a) Choose a way to record your summary about the work of one of the following listed organisations involved in working with and for asylum seekers and refugees:

- The Edmund Rice Centre: www.erc.org.au
- UNHCR United Nations High Commission for Refugees: www.unhcr.org
- Red Cross: www.redcross.org.au
- Refugee Council of Australia: www.refugeecouncil.org.au
- Amnesty International Australia: www.amnesty.org.au
- Jesuit Refugee Service: www.jrs.org.au
- Caritas: www.caritas.org.au
- Act for Peace, National Council of Churches in Australia: www.actforpeace.org.au
- Oxfam: www.oxfam.org.au
- UNICEF: www.unicef.org.au
- Medecins Sans Frontieres (Doctors Without Borders): www.msf.org.au
- Save the Children: www.savethechildren.org.au
- CARE Australia: www.care.org.au
- International Rescue Committee (IRC): https://www.rescue.org/
- Clooney Foundation for Justice: https://cfj.org/

b) Community Refugee Sponsorship Initiative


Then answer the following questions.

i) The number of people globally forcibly displaced at present is ...

ii) This number includes ... refugees.

iii) The responsibility for the vast majority of the world’s refugees is currently borne by ...

iv) United Nations declarations and expert bodies are calling for ...

v) Greater Responsibility sharing means ...

vi) Many Australians are willing and wanting to offer assistance in the form of (name 3 things) ... , ... , ...

vii) Name all the organisations involved in this initiative. Save the Children, ...
c) Community Groups Supporting Refugees

- RAW Australia (Resilient Aspiring Women) raw-australia.org.au
- Australian City Farms and Community Gardens Network https://communitygarden.org.au/
- Community Hubs Australia www.communityhubs.org.au
- Peace and Prosperity Kitchen Garden Program https://www.governor.vic.gov.au
- Welcome Dinner Project https://welcomedinnerproject.org/
- Welcome to Australia www.welcometoaustralia.org.au
- Rural Australians for Refugees www.ruralaustraliansforrefugees.org.au
- Australian Churches Refugee Taskforce www.acrt.com.au
- The Mulberry Project - Toowoomba
- Green Connect- Fair Food Farm- Warrawong

17. Fact or Fiction?

a) What does the word “myth” mean?


b) Pick 3 of the myths and based on your reading and research, write an accurate response to each of them explaining why they are not true e.g.

- There is a queue for asylum seekers and refugees.
- Refugees do not contribute economically to Australia
- The only type of detention is Immigration Detention Centres.
- The number of asylum seekers and refugees coming to Australia is declining.
- Asylum seekers are illegal immigrants.
- Australia is being swamped with boat people.
18. Who Are These People?

a) Do an internet search about writers, activists and prominent people involved in the issue of asylum seekers and refugees. You may like to choose someone from the people listed.

Rosie Scott  Thomas Keneally AO
Ngareta Rossell  David Manne
Pamela Curr  Ajak Deng
Sr Aileen Crowe  Mark Schwarzer OAM
Dr Eileen Pittaway  Virginia Walker
Margot O’ Neill  Anh Do
Phil Glendenning AM  Paul Power
Julian Burnside AO QC  Peter Skrzynecki OAM
Dr Graham Thom  Professor William Maley
Jessie Taylor  Dianne Hiles
Professor Gillian Triggs  Geoffrey Robertson QC
Aliir Aliir  Deng Thiak Adut
Kon Karapanagiotidis  Mariam Veiszadeh
Hugh Mackay AO  Fr Rod Bower
Dr Barri Phatarfod  Associate Professor Munjed Al Muderis
Professor Peter Shergold  Ramdas Sankaran OAM
Anna Dimo  Craig Foster

Reverend Vincent Long Van Nguyen OFM CONV DD
The Honourable Hieu Van Le AC
Malcolm Fraser AC (1930-2015)

b) Research their work by typing their name with “asylum seekers and refugees” into an internet search engine.

c) Write a report on one of them.
19. The World Scene

Thousands of people around the world are displaced because of conflict and persecution every day. Many countries resettle these people. Each of these resettlement countries respond to these displaced people in different ways.

Do a comparative study of Australia and one other country e.g. Germany, Sweden or Canada showing your findings in a table. List 5 comparative points about the way asylum seekers are treated in each country.

20. Tell The Story (Group Assessment Task)

a) Make your own short film or PowerPoint presentation about a particular aspect of your study on asylum seekers and refugees that you would like to develop further.

You may like to highlight different areas, facts or insights about what you have learnt during this study by writing a script. Include the poems, music, art work, picture books, prayers, drama, craft etc. from your study.

b) Write up your interview from Activity 13 (Be an Investigative Reporter) as an article for the school newsletter.

c) Develop a forum type of activity (like a Question and Answer session), to present to your class or year group. Allow time for discussion and questions.

d) You might like to present the story as an advertisement. For example look at the story of Deng Thiak Adut in the advertisement for Western Sydney University. https://www.youtube.com/watch?v=buA3tsGnp2s13

21. Become An Advocate (Assessment Task)

Write a short 3 minute speech highlighting the insights you have gained as a result of this study. Present it to the class. Choose one of the following topics:

The Universal Declaration of Human Rights.

One of the Conventions you have examined during this study.

Your recommendations from Activity 26 (What Do You Recommend).

Your choice of topic.


What are the latest developments in Australia with regard to issues pertaining to asylum seekers and refugees? List these.

i. Are any of these changes offering improvement for asylum seekers and refugees coming to Australia?

ii. What do you think about these developments?
23. The Conventions and International Agreements About Human Rights (Senior Students)

Do an internet search on 3 international agreements (listed below).

List the 5 main points from each.

Answer these questions in your research:

i. What are the essential rights being protected?
ii. Why was this international agreement established?
iii. What else should be included in the agreement?

- The Universal Declaration of Human Rights (Include Article 14 as one of your points)
- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (CAT)
- Convention on the Rights of the Child

24. Examine the Statistics (Group Activity)

Go to the UNHCR website.

Examine the **Global Trends Forced Displacement in 2018**.¹¹

Use the information from the document to complete the following research:

i. What was the average number of people displaced from their homes every day during 2018 worldwide? (Page 2)

ii. What is the total number of people who were forcibly displaced worldwide in 2018? (Page 2)

iii. Name 4 reasons why these people are being displaced? (Page 2)

iv. What percentage of the world’s refugees was hosted by developing regions? (Page 2)

¹¹. Global Trends Forced Displacement in 2018
http://www.unhcr.org/globaltrends2018
v. What was the number of unaccompanied and separated children that was a part of the refugee population in 2018? (Page 3)

vi. How many people seeking asylum submitted new claims in 2018? (Page 3)
   a) Which country had the highest number of new individual asylum applications? (Page 3)
   b) Name the other four countries that had a high number of new individual asylum applications. (Page 3)
   c) How many people returned to their areas or countries of origin? (Page 3)

vii. The highest number of refugees worldwide came from which 5 countries? (Name the countries and the figures) (Page 3)

viii. What were the top five host countries for refugees in 2018? (Page 3)
   a) Which country hosted the most refugees in 2018? (Page 3)
   b) How many people did it host? (Page 3)

ix. What was the percentage of children under the age of 18 that made up the refugee population in 2018? (Page 3)

x. Summary

   Complete the breakdown of the figures for the 2018 total worldwide population of forcibly displaced people: (P2)
   The total number of people who were forcibly displaced worldwide_________ (Page 2)
   Number of Internally Displaced People (IDP's) __________________(Page 2)
   Number of Refugees__________________(Page 2)
   Number of Asylum Seekers_____________________________(Page2)

xi. What do these trends indicate globally? Discuss
Refugees are not numbers, they are people who have faces, names, stories and need to be treated as such.

Pope Francis
25. Form a Group

Form a group in your school that is interested in fostering human rights, social justice, eco-justice, and advocacy. Invite staff and students to participate. Give the group a name.

The group can:

- Meet to discuss specific issues of human rights, social justice, eco-justice and advocacy. Decide what you are going to focus on e.g. the latest developments with asylum seekers and refugees in Australia.

- Make a banner for your group or design a logo to use for your meetings and presentations.

- Organise a fundraiser for a non-government organisation or local organisation that supports asylum seekers and refugees. Present them with a cheque at the school assembly.

- Organise an awareness raising event in the school for Social Justice Day or World Refugee Day (June 20).

- Plan a liturgy for your class group, year or whole school (See Activity 33).

- Contact one of the local groups that provide goods and services for asylum seekers and refugees in your community and find out what they need e.g. food, clothing, furniture. Organise a collection drive in your school.

- Do a five minute presentation at the school assembly once a month to highlight what is happening with regard to asylum seekers globally, nationally and in your local area.

- Invite others to speak to your group, class or whole school about their story or experiences. You may invite students and their parents from your school or local community who may be former asylum seekers and refugees, or guest speakers from organisations that are involved in working with and for asylum seekers and refugees e.g. Edmund Rice Centre, Refugee Council, Amnesty, House of Welcome, Settlement Services International, Migrant Resource Centre.

26. What Do You Recommend? (Assessment Task)

As a result of your experience and examination of the asylum seeker and refugee issue in Australia, what are your recommendations for how Australia as a nation can respond? What is your 10 point plan?
27. Picture Book Study

Read some of the picture books for children that have been created around the theme of asylum seekers and refugees. These include:

- **The Arrival** by Shaun Tan (All Pictures No Text)
- **Ships in the Field** by Susanne Gervay, illustrated by Anna Pignataro
- **The Little Refugee** by Anh Do and Suzanne Do, illustrated by Bruce Whatley
- **Safe Place to Live** by Bic Walker
- **Four Feet Two Sandals** by Karen Lynn Williams and Khandra Mohammed, illustrated by Doug Chayka
- **Ziba Came on a Boat** by Liz Loffthouse, illustrated by Robert Ingpen
- **A True Person** by Gabiann Marin, illustrated by Jacqui Grantford
- **We Are All Born Free** by The Universal Declaration of Human Rights in Pictures
- **Ali the Bold Heart** by Jane Jolly, illustrated by Elise Hurst
- **Refugees** by David Miller
- **Soraya the Storyteller** by Rosanne Hawke, illustrated by Neil Curtis
- **Home and Away** by John Marsden (Upper Primary +) illustrated by Matt Ottley
- **Mirror** by Jeannie Baker (All Pictures No Text)
- **Whoever You Are** by Mem Fox, illustrated by Leslie Staub
- **The Island** by Armin Greder
- **Australians All** by Nadia Wheatley, illustrated by Ken Searle
- **Every Day is Malala Day** by Rosemary McCarney with Plan International
- **Flight** by Nadia Wheatley, illustrated by Armin Greder
- **Across the Dark Sea** by Wendy Orr, illustrated by Donna Rawlins
- **The Red Pencil** by Andrea Davis Pinkney illustrated by Shane Evans
- **Ali’s Story- A Journey from Afghanistan** by Andy Glynne, illustrated by Salvador Maldonado
- **Rachel's Story- A Journey from Eurasia** by Andy Glynne Joyce Bentley, illustrated by Salvador Maldonado
- **The Treasure Box** by Margaret Wild, illustrated by Freya Blackwood
- **Out** by Angela May George, illustrated by Owen Swan
- **Refuge** by Anne Booth, illustrated by Sam Usher
- **I’m Australian Too** by Mem Fox, illustrated by Ronojoy Ghosh
- **Stepping Stones** by Margriet Ruurs illustrated by Nizar Ali Badr
- **Teacup** by Rebecca Young, illustrated by Matt Ottley
- **My Two Blankets** by Irena Kobald, illustrated by Freya Blackwood
- **Suri’s Wall** by Lucy Estela, illustrated by Matt Ottley
- **Lost and Found Cat: The True Story of Kunkush’s Incredible Journey** by Doug Kuntz, and Amy Shrodes, illustrated by Sue Cornelison
- **My Beautiful Birds** by Suzanne Del Rizzo, illustrated by Suzanne Del Rizzo
- **Mama’s Nightingale: A Story of Immigration and Separation** by Edwidge Danticat, illustrated by Leslie Staub
- **Room on Our Rock** by Kate and Jol Temple, illustrated by Terri Rose Baynton
- **Stormy Seas: Stories of Young Boat Refugees** by Mary Beth Leatherdale, illustrated by Eleanor Shakespeare
a) Create and illustrate your own picture book based on the theme Asylum Seekers and Refugees. You may use whatever format you like. Some examples include a story, letter, diary, collage, storyboard, an audio book, comic, journal, script, poem, article, memoir, song, rap, monologue, a short movie, news story or documentary.

b) Create an illustration to complement Article 14 of the Universal Declaration of Human Rights which states that:

Everyone has the right to seek and enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Or as it is quoted in the picture book:

We Are All Born Free: The Universal Declaration of Human Rights in Pictures

If we are frightened of being badly treated in our own country we all have the right to run away to another country to be safe.

c) Choose one of the picture books from the list and write a review on it.

28. Images

Create a bold and colourful poster or web page to highlight a quote relating to human rights. You may choose any medium you like to complete your task.

Choose one of the quotes from your research in Activity 33. **OR**

Use an inspiring social justice or human rights quote. e.g.

*I was a stranger and you welcomed me.*  
**Matthew 25:35**

*Refugees are not numbers, they are people who have faces, names, stories, and need to be treated as such.*  
**Pope Francis**

*Aspire not to have more, but to be more.*  
**Archbishop Oscar Romero**

*You must be the change you want to see in the world.*  
**Gandhi**

*While every refugee’s story is different and their anguish personal, they all share a common thread of uncommon courage - the courage not only to survive, but to persevere and rebuild their shattered lives.*  
**Antonio Guterres**

*If you have come to help me, you are wasting your time; but if you are here because your liberation is bound up with mine, then let us work together.*  
**Lilla Watson**

*Education is the most powerful weapon which you can use to change the world.*  
**Nelson Mandela**

*It is very difficult to achieve peace and harmony through competition and hatred, so the practice of kindness is very, very important, and very, very valuable in human society.*  
**The Dalai Lama**

*Educating the mind without educating the heart is no education at all.*  
**Aristotle**

*I speak, not for myself, but for all girls and boys. I raise up my voice, not so that I can shout, but so that those without a voice can be heard.*  
**Malala Yousafzai**

**Speech to the UN Youth Assembly, 12 July 2013**

*A person is a person through other persons; you can’t be human in isolation; you are human only in relationships.*  
**Desmond Tutu**

*How wonderful it is that nobody need wait a single moment before starting to improve the world.*  
**Anne Frank**

Make Compassion Great Again  
**Edmund Rice Centre 2017**
29. Welcome To Our Community Kit (Group Activity)

Prepare a *Welcome To Our Community Kit* for a family of newly arrived refugees. Each kit must include any 6 of the following points, in detail:

- List and provide contact details for the community organisations in the local area that offer services for asylum seekers and refugees e.g. Settlement Services International, Migrant Resource Centre, St Vincent de Paul Society, Salvation Army, House of Welcome.
- List relevant information about the Australian Government Department of Human Services e.g. Centrelink and Medicare.
- List the hospitals, medical centres, doctors (general practitioners) and dentists in your area, including after hours emergency services. Which of these places offer bulk-billing and/or drop-in services?
- Provide instructions on how to catch public transport (bus, train, ferry). Include how to read timetables, where and how to buy the correct pre-paid tickets and Opal cards, and explain how to use them.
- Local council services and community activities e.g. library and free internet in the area.
- Where to find a Justice of the Peace in your local area and available times to access this service.
- How to use phone books.
- How to connect to the phone and internet in your home.
- How to make telephone calls – international, national and local calls.
- How to rent accommodation – real estate agents.
- List local service providers for connection of gas, electricity and water.
- How to use household appliances.
- Keeping receipts for exchange, refund and the warranty.
- Where to go shopping for food etc. identifying different foods e.g. milk, bread, vegetables, tea, coffee, meat, fish, eggs, rice, herbs, flour, frozen foods and how to pay for them.
- Explain Australian money, the notes, coins and their value.
- Banks and ATMs in your area. The services they provide. How to apply for a loan or a credit card etc.
- How to apply for a driver’s licence, rules about driving without a licence and upgrading a licence e.g. from red P plates to green P plates, then to your full licence.
- Buying a car, registering a car, servicing a car.
- Insurance for car, health, home etc.
- Places of worship e.g. churches, mosques, temples.
• Information about all the primary and secondary schools in your local area. Explain the school system levels – general age groups for infants, primary and secondary school etc. Are they Catholic, public, private, religious or other schools?

• Classes in the local area that teach English.

• Compile a list of social groups and activities in your local area.

• Applying for a job and looking for job vacancies on the internet and in newspapers.

• Explain common signs and what they mean e.g. stop signs and toilet signs.

• Explain courtesy in public places e.g. keeping to the left on ramps, escalators, stairs, footpaths etc.

• Information about educational courses e.g. TAFE, university and community colleges.

• Emergency contact number 000 for police, ambulance and fire brigade, as well as the local direct numbers for the closest police, fire and hospital services.

• Explain an appointment and how to make one. Give examples of services where you need to make an appointment.

• Explain services that must be paid for regularly or renewed e.g. paying rent, electricity bill, water bill, phone bill, licence renewal, car registration, insurance.

• Access to legal services e.g. Legal Aid.

• Family and Community Services e.g. Housing NSW.

• Details about computer courses in your local area.

• Explain what the various garbage bins are used for:
  — Garbage Bins (put the colour of the bin used in your local council area and provide diagrams of the household items that should go into a garbage bin).
  — Recycling Bins (put the colour of the bin used in your local council area and provide diagrams of the household items that should go into a recycling bin).
  — Garden Waste Bins (put the colour of the bin used in your local council area and provide diagrams of the items that should go into a garden waste bin).
  — The collection day for household garbage bins in our community is…………………
  — Red Soft Plastic Bins that are located in supermarkets (provide diagrams of the packaging that should go into the red bins for soft plastic).

• List all the sports clubs and sporting facilities in the local area.

• List all the arts activities in the area, e.g. musical society, book clubs, drama group, choirs, community bands, cinemas etc.

* List any other services or information that you think the family would need to know about.

* Make your kit attractive and easy to follow by including colourful pictures, diagrams, brochures and maps. Present it in a folder, or as a PowerPoint.
30. Be Creative!

a) Create your own response to what you are learning about refugees and people seeking asylum. It can be art, craft or whatever medium(s) and dimensions you choose, e.g.

- textiles  wall hanging
- drawing    a puppet play
- poster  paper sculpture or origami
- painting   diorama
- photography plasticine or playdough
- collage   necklace/jewellery using coloured beads
- lego   non-firing clay
- cooking mosaic art

b) Explain what your work represents.

c) What are you hoping to achieve through your work?

d) Host an exhibition in your school to raise awareness about refugees and people seeking asylum. Display all the completed works.

e) Present your responses to b) and c) at the exhibition.

f) You might like to make the exhibition a fundraising event for one of the organisations that supports refugees and people seeking asylum.

31. What is Your Message? (Assessment Task)

Focus on one statement, idea or learning from your study on refugees and people seeking asylum and present this on an A3 poster and add graphics, artwork, words and colour to reinforce your message.

32. Organise a Gold Coin Fundraising Event

Choose a day that is relevant to your school calendar e.g. Founders Feast Day, Social Justice Day or United Nations’ World Refugee Day on June 20 and organize a fundraising event at your school. The money raised could go to the Edmund Rice Centre or an organisation in your local area that provides assistance for asylum seekers and refugees.
Educating the mind without educating the heart is no education at all

Aristotle
33. Liturgy

a) Do an internet search using the following key words:

- Asylum seekers and refugees in the scriptures
- Asylum seekers and refugees Old Testament readings
- Asylum seekers and refugees New Testament readings
- Stranger in the scriptures
- Quotes asylum seekers and refugees
- Statements from popes: asylum seekers and refugees
- Statements from bishops: asylum seekers and refugees
- Catholic Social Justice Teaching asylum seekers and refugees
- Human Rights asylum seekers and refugees
- Prayers asylum seekers and refugees

b) Using the information from the above web searches, prepare and participate in a class, year or whole school Mass or liturgy, to raise awareness about asylum seekers and refugees for United Nations’ World Refugee Day (June 20).

Include scripture readings, prayers, prayers of the faithful, statements from popes or bishops, Catholic Social Teaching statements, songs, stories, poems, facts, insights, quotes, individual responses, craft work, art work, posters, media presentations, music, picture books and petitions that have emerged as a result of the study on asylum seekers and refugees.

c) Read some of the prayers from your internet search. As a class, group or individual compose your own prayer or a prayer of the faithful. You might like to include these in your Mass or liturgy.

d) Invite the people you have met during this study as well as all the members of your school community to participate in the Mass or liturgy. You can also extend the invitation through the school newsletter to the wider community.
Scripture References

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<td>Matthew</td>
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* The story of the Holy Family fleeing from persecution to Egypt is a refugee story.
34. What is Catholic Social Teaching?

a) Do an internet search to find the principles of Catholic Social Teaching.

b) List them, and explain in your own words what you think each one means. The Caritas website may assist you: look at their About Us\(^\text{13}\) and Our Values\(^\text{14}\) sections.

c) Take one of the Catholic Social Teaching principles, a key word(s) or phrase from your research and write an acrostic poem to highlight the message e.g. one of the words from Dignity of the Human Person.

OR

d) Choose one word to feature e.g. Refugee and create a word cloud to highlight the message.

Present your work in a way that is bold, colourful, appealing and easy to read.

35. What do these organisations do?

Design a Postcard to advertise one of the organisations listed below by following these steps:

a) Do some research to find any groups in your local area and/or capital city that provide support for asylum seekers and refugees.

b) Choose one organisation (it can be one of the organisations listed below or from Activity 16).

Find 5 key points about the organisation and record these.

c) Create a statement or slogan as your focus.

d) Use this slogan and your key points to design a postcard to advertise this organisation. Include all the relevant details of the organisation on your postcard e.g. their work, website address, how to donate. Use colour, graphics and imagery.

- Edmund Rice Centre: www.erc.org.au
- Syrian and Iraqi Refugee Empowerment Project: www.erc.org.au
- House of Welcome: www.houseofwelcome.com.au
- Jesuit Refugee Service: www.jrs.org.au
- Refugee Council of Australia: www.refugeecouncil.org.au
- STARTTS (in your area): www.startts.org.au
- Mercy Works mercyworks.org.au Mercy Connect Project
- Sisters of Saint Joseph: www.sosj.org.au
- St Bakhita Centre (Sydney): www.stbakhita.com
- Horn of Africa Relief and Development Agency: HARDA www.harda.org.au
- Brigidine Asylum Seekers Project: basp.org.au
- Red Cross: www.redcross.org.au
- Refugee and Immigration Legal Centre: www.rilc.org.au
- Asylum Seeker Resource Centre: www.asrc.org.au
- Bridge for Asylum Seekers Foundation: www.asylumseekersfoundation.com
• St Vincent de Paul Society SPARK Programs: www.vinnies.org.au
• Uniting Church: www.unitingjustice.org.au
• Asylum Seekers Centre: http://asylumseekerscentre.org.au/
• CARAD The Coalition for Asylum Seekers, Refugees and Detainees: www.carad.org.au
• Anglicare: www.anglicare.org.au
• Salvation Army: www.salvationarmy.org.au
• Refugees Welcome Australia: www.refugeeswelcome.org.au
• Enough Room: enoughroom.org
• ARA Australian Refugee Association: http://www.australianrefugee.org/

You must be the change you want to see in the world

Ghandi
1. Refugees Contribute

When refugees are able to settle in a new country they are keen to contribute to their new home. **There are many examples of this including the following:**

- A refugee from war-torn Aleppo helped save a Canadian bride’s wedding day.
- The Karen People - in Nhill, Western Victoria
- Haider Al Hasnawi from Iraq - Bull rider
- Canadian bush fires in summer of 2016 – Syrian refugees assisted in extinguishing them.
- Asylum Seeker Resource Centre (Melbourne) - Kitchen and Community garden
- Marcelline head of the Tailors Co-operative. A UNHCR (the UN Refugee Agency) Project to support women’s livelihoods in Mahama Refugee camp in Rwanda.
- The story of Hakeem al Araibi

**In Public Life**

- Reverend Vincent Long Van Nguyen OFM CONV DD - (Bishop of Parramatta)
- Deng Thiak Adut - (Lawyer)
- The Honourable Hieu Van Le AC - (Governor of South Australia)
- Anh Do - (Author, actor, comedian, artist)
- Associate Professor Munjed Al Muderis - (Orthopaedic Surgeon, author, human rights activist)
- Mariam Issa - (Author and advocate)
- Mohammed Junaid - (Public relations officer for the Burmese Rohingya Community in Australia)
- Simon Sang Hre - (Secretary of the Australian Chin Community)
- Najeeba Wazefadost - (Founder of Hazara Women of Australia)
- Saba Vasefi - (Academic, filmmaker and poet)
- Mariam Veiszadeh - (Lawyer, Diversity & Inclusion Consultant, contributing author and a social commentator)
- Dr Tien Huynh - (Scientist, researcher, lecturer)
- Bwe Thay - (Education)
- Constance Okot - (“Constance on the Edge”, documentary)
- Mahir Momand - (CEO of Thrive Refugee Enterprise)
• Ajak Kwai - (Singer, songwriter, musician)
• Nirary Dacho - (Refugee Talent employment enterprise)
• Atem Atem - (Refugee Advocate)
• Stanley M’mangwa - (Youth Representative in the Multicultural Youth Affair Network NSW and also a Refuge Council of Australia, Face to Face Program Presenter in NSW Schools)
• Yarrie Bangura - (Poet, songwriter, inspirational speaker and performer)
• Deena Yako - (Refugee advocate who is now working with the education program of the Refugee Council of Australia)
• Narayan Khanal - (Multicultural Society of UOW) University Of Wollongong
• Apajok Biar - (South Sudan Voices of Salvation Inc)
• Adut Akech - (Model)
• Nyadol Nyuon - (Lawyer, community advocate, writer, public speaker)
• Anna Dimo - (Teacher, community leader, pastoral care St Bakhita Centre Sydney)
• Andreja Pejic’ - (Model)
• Abdul Aziz Muhamat (Refugee Advocate)
• Fadak Alfayadh –(Refugee Mentorship)

Choose one of these and use your research to tell the story of a positive contribution made by refugees. This could be produced into a movie trailer, ad campaign, news story, documentary or any other form you choose.

Good News Stories


• The work Oxfam is doing with Syrian women in the Za’atari refugee camp in Jordan – growing vegetables in giant greenhouses, making bags out of the UN tents the refugees originally lived in, running a recycling centre to process the waste generated by the camp providing employment for 160 people.
2. Global Refugee Advocates

There are many writers, actors, musicians and other well known people who use their influence to advocate on behalf of refugees, such as:

Pope Francis, Dalai Lama, Malala Yousafzai, Angelina Jolie, Nicholas Kristof, Sheryl Wudunn, Lady Antebellum, Barbara Hendricks, Bono, Alek Wek, Filippo Grandi, Luol Deng, Khaled Hosseini, J.K Rowling, Cate Blanchett, Kristin Davis, Mandy Patinkin, Helena Christensen, Gael Garcia Bernal, George Clooney and Amal Clooney

a) Choose one of these people and do an internet search to find information about their activities. Type their name with “refugees” into an internet search engine.

b) Write a report outlining their work with asylum seekers and refugees.

c) Present your report in any format you choose.

3. Businesses Involving Refugees

There are many refugees who have contributed to the Australian economy through their involvement in business. Do an internet search and find a business in Australia that has either been started by a refugee or involves refugees. Some examples include:

- Bourke Street Bakery - The Bread and Butter Project
- The Social Outfit
- Green Camel
- Rolld
- Parliament on King
- Iraqi Women’s Sewing Circle
- Luv-A-Duck
- Huy Truong - Australian Life Insurance (ALI) Group CEO and co-owner.
- Nahji Chu - Cha Li Boi Restaurant
- The Moroccan Soup Kitchen
- The Moroccan Delicacy
- Kala Spetic - Fashion Designer
- David Peng - Muay Thai Bodyfit
- Four Brave Women – Café
- CERES- Centre for Research and Environmental Studies- Tamil Feasts
- The Social Studio - Fashion and Textile Design
- Ajak Deng - Model
- Meat Processors Group
- Woolworths- Refugee Employment Program

Use your research to tell the story of a positive contribution made by a business that has either been started by a refugee or involves refugees. This can be presented in any format you choose.
4. Refugees Who Are Involved in Sport

There are many refugees who are also athletes and they are successful at a national and international level.

Choose one of the people from the list below and prepare a presentation about their sporting achievement in any format you choose.

When researching look at:

a) The athlete’s story
b) Country of Origin
c) Host Country
d) Sport - What sport did they participate in? 
e) Event - What is their specific event?
f) What are the highlights of their career?
g) Images

What have you learnt as a result of reading about this person’s story and achievements?

**Athletes Who Were Once Refugees Include:**

Margret Rumat Rumat Hassan - Running
Yusra Mardini - Swimming
Luol Deng - Basketball
Saido Berahino - Football
Guor Mading Maker - Track and Field
Mebrahtom “Meb” Keflezighi - Running
Victor Moses - Football
William Kopati - High Jump
Rami Anis - Swimming
Yolande Mabika - Judo
Paulo Amotun Lokoro - Athletics
Yiech Pur Biel - Athletics
Rose Nathike Lokonyen - Athletics
Yonas Kinde - Marathon
Angelina Nadai Lohalith - Athletics
James Nyang Chiengjiek - Athletics
Allir Allir - AFL
Friday Zico - Football

Thomas Deng - Football
Awer Mabil - Football
Joseph Deng - Running
Nagmeldin “Peter” Bol - Running
Majak Daw - AFL
Chekole Getenet - Running
5. Refugees Who are Involved in the Arts

Refugees are involved in the arts: music, writing, painting, photography, singing, dancing, acting etc.

a) Investigate the contribution of people and organisations like those listed below or your own choice and write a reflection.

b) What is his/her/their art form?

c) What have they contributed through their art form?

d) How does it help the wider community to understand the refugee experience?

- Abdul Karim Hekmat (Freelance writer, journalist and photographer)
- Anh Do (Author, actor, comedian, artist)
- The Baulkham Hills African Ladies Troupe (Play and Film)
- Treehouse Theatre
- Ajak Kwai (Singer, songwriter, musician)
- Yarrie Bangura (Poet, songwriter, inspirational speaker and performer)
- Khadim Ali (Artist)
- Abe Nouk (Poet)
- Associate Professor Munjed Al Muderis (Author)
- Sami Shah (Comedian, writer)
- Future D.Fidel (Playwright)
- S. Nagaveeran (Poet)
- Hani Abdile (Poet)
- Abe Nouk (Poet)
- Saba Vasefi (Poet, filmmaker)
- Mariam Issa (Author)
- Carina Hoang (Author)
- What They Took With Them- Rhythmic poem Cate Blanchett UNHCR
  https://www.youtube.com/watch?v=xS-Q2sgNjI8
- Phoenix Voices of Youth Choir – Fairfield High School
- Mariam Veiszadeh (Lawyer, Diversity & Inclusion Consultant, contributing author and a social commentator)
6. My Idea

a) In 2016 a display of 2,500 orange lifejackets worn by refugees during their journey from Turkey to the Greek island of Chios, was set up on the lawn of Parliament Square in central London. The aim of the display was to raise awareness about the global issue of the refugee and migrant movement and how it is an ongoing crisis.


Can you come up with your own low cost, simple idea to help raise awareness about the current refugee situation in the world. You may like to highlight a particular aspect of the refugee crisis eg. the dangerous crossing people make from Africa to Europe, people in detention, resettlement, funding for housing, employment, education etc.

Write an outline for your idea and include all the following details

i) What is your idea?

ii) What is the purpose of your idea?

iii) What does your idea involve?

iv) What are the materials required?

v) How many people are required to implement your idea?

vi) What will the people involved in your idea be doing?

vii) What organisations will you involve?

viii) How long will your idea campaign run for?

ix) How much will your idea campaign cost?

x) What do you need to organise?

xi) Where will your idea take place?

xii) Do you require permission for your idea? If so, from whom?

b) Create a bumper sticker with a message of support for refugees and people seeking asylum.

- Use less than 5 words.

- Choose your own design style and use colour. It needs to be 20 cm long and 6cm wide.

- (See below for the Edmund Rice Centre Bumper Sticker MAKE COMPASSION GREAT AGAIN)
7. My Community Idea

Try to come up with a creative, practical, engaging and appealing idea.

1. Create a community project that includes people who are refugees in your area e.g. a community garden project, a creative arts initiative, a cooking group, art/craft, woodwork, sport etc.

2. What is the name of your project?

3. Write a paragraph outlining the aim of your project. What are you trying to do and why? (Use dot points)

4. Where is your community project going to be based?

5. How many people are required to implement your project?

6. Who would you like to invite to be involved in your project eg. the local council, local church, businesses.

7. What materials will you require for your project?

8. What do you need to organise in order for your project to run smoothly? e.g. a roster for volunteers, a coordinator, materials.

9. Do a budget breakdown for your project and include all the individual elements and their cost.

10. How will you advertise your project?

11. Where will you advertise your project?

12. Create a logo and graphics for your project.

13. Design an information flyer for your project. (Use your logo and graphics)

14. What time of day/night will your project occur?

15. How long does each session run for?

16. Do you require any professional people to assist with your project eg. a horticulturalist, football coach etc.

17. Are there any organisations/businesses in your local area that you can work with?

18. Is there any particular organisation you would like to work with eg Edmund Rice Centre, Refugee Council of Australia or Asylum Seekers Resource Centre.

19. If so, why would you like to work with this organisation?

20. Does your project include volunteers?

21. If so, what is the role of the volunteers?

22. Create an information flyer for your project. (Use your logo and graphics)

23. List the Occupational Health and Safety issues you need to address with regard to your project?

24. Do you require permission for your project? If so, from whom?

25. How will your project be funded?

26. Name some businesses or organisations you can approach for sponsorship and/or materials eg. plant nurseries or Bunnings.

27. Is there anything else you will need to put in place for your community project?
Rio 2016: The Refugee Olympic Team

The following questions are designed to help teachers direct their students’ exploration of the first Refugee Team entered at an Olympic Games. They are suitable for both Primary and Secondary students.

1. Why did the International Olympic Committee (IOC) include the Refugee Team in the Rio Olympics 2016?

2. Create a table and fill in the following information:
   a. Name all the members of Rio 2016 Refugee Olympic Team.
   b. Country of origin.
   c. Host countries.
   d. Sport-What sport did they participate in?
   e. Event-What was their specific event?
   f. Result-How did they go in their events?

3. Who was the flag bearer for the Refugee Olympic Team?

4. Which flag did the Rio 2016 Refugee Olympic Team compete under?

5. The name of the refugee from Syria who carried the Olympic flame through the Elonas refugee and migrant camp in Greece, as part of the 2016 torch relay is …………………………
   He now lives in Athens, Greece.

6. On a map of the world shade the country of origin of each member of the Refugee Team and their name.

7. Most of the Refugee Team members came from the continent of ………………………

8. Choose one of the athletes in the Refugee Team and research their story. Present your research in any format you choose. Do an internet search about the Rio 2016 Refugee Olympic Team and view some of the YouTube clips. These clips may give you some ideas for your presentation.

9. Who or what about the Refugee Team impressed or inspired you the most? Why?

10. What did you think about whole initiative to have the Refugee Team as part of the Rio 2016 Olympic games? Why?
2018 FIFA World Cup Activity

The following people are former refugees who played in various 2018 World Cup teams OR International Teams:

1. Luka Modric
2. Xherdan Shaqiri
3. Dejan Lovren
4. Victor Moses
5. Pione Sisto
6. Nadia Nadim
7. Thomas Deng
8. Awer Mabil

1. Choose one of these people and complete the following.
   a) What is his/ her country of origin?
   b) Where was he/she born?
   c) What country did he/she represent at the 2018 FIFA World Cup or internationally?
   d) Did he/she score any goals in the 2018 FIFA World Cup?
      i) If so, against which country?
      ii) How many goals did he/she score in this game?
   e) Which football club does he/she currently play for?
   f) What is his/her position on the field?
   g) Name 3 football facts and 3 personal facts about the chosen person.

2. Which one of the 8 players listed won the award for best player in the 2018 FIFA World Cup?
South Sudan Educates Girls

SSEG is a charity organisation set up and run by Sudanese people living in Australia with the help of some Australian school teachers and community members. Members of the SSEG committee have been inspired by the story of Anna Dimo and her dream to enable women to be educated participants in the rebuilding of South Sudan.

SSEG aims to provide increased educational access and opportunities for girls in Southern Sudan. To achieve this, SSEG is building a girls’ high school in the town of Aweil and aims to contribute to the rebuilding of Southern Sudan by increasing education levels in the country (after a 21 year period of severe lack of education due to war).

The high school will provide high quality academic learning, as well as vocational and life skills classes to empower girls to participate in the rebuilding of the country. The school aims to be self-sufficient in water usage, gas and power needs. 100% of funds raised go directly to the building and development of the school. The name of the school is Mary MacKillop College.

We believe... Educate a woman, Educate a nation

Anna Dimo

http://www.sseg.org.au/
Books


*Children of War: Voices of Iraqi Refugees*, by Deborah Ellis (2010)

*80:20 Development in an Unequal World* edited by Colm Regan (2016)


*Paper Boats: An Anthology of Short Stories about Journeys to Australia*, compiled by Yasar Duyal (2013)

*A Country Too Far* edited by Tom Keneally and Rosie Scott (2013)


*Asylum Seekers and Refugees in Australia* (July 2015)

*Refugees: Why Seeking Asylum is Legal and Australia’s Policies are Not* by Jane McAdam and Fiona Chong (2014).

*Confessions of a People Smuggler* by Dawood Amiri (2014)

*The Undesirables* by Mark Isaacs (2014)

*Overboard* by Ghassan Nakhoul (2011)


*Questions of Travel* by Michelle de Kretser (2012)

*Walking Free* by Dr Munjed Al Muderis and Patrick Weaver (2014)

*Small Bamboo* by Tracy Vo (2014)

*We Are Here* by Cat Thao Nguyen (2015)

*I, Migrant* by Sami Shah (2014)

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15. Further resources available on [www.8020.ie](http://www.8020.ie) This book can be purchased through the Edmund Rice Centre.
Black Rock White City by A.S.Patrić (2015)

Songs of a War Boy by Deng Thiak Adut with Ben Mckelvey (2016)

Nujeen: One Girl’s Incredible Journey from War -Torn Syria in a Wheelchair by Nujeen Mustafa with Christina Lamb (2016)

What is a Refugee? by William Maley (2016)

A Hope More Powerful Than the Sea by Melissa Fleming (2016)

City of Thorns by Ben Rawlence (2016)

Ayesha’s Gift by Martin Sixsmith (2017)

The Refugees by Viet Thanh Nguyen (2017)

The New Odyssey by Patrick Kingsley (2016)

They Cannot Take the Sky: Stories from Detention Edited by Michael Green, Andre Dao, Anjelica Neville and Sienna Merope (2017)

Yassmin’s Story by Tassmin Abdel- Magied (2016)

The Lightless Sky by Guwali Passarlay (2016)

The Good Immigrant by Nikesh Shukla (2016)

Under the Same Sky by Mojgan Shamsalipoor and Milad Jafari with James Knight (2017)

No More Boats by Felicity Castagna (2017)

The Power of Hope by Kon Karapanagiotidis (2018)

Prize Fighter by Future D.Fidel (2018)

Butterfly by Yusra Mardini (2018)

Unbreakable Threads by Emma Adams (2018)

Sea Prayer by Khaled Hosseini (2018)

The Kabul Peace House by Mark Isaacs (2019)

The Bee Keeper of Aleppo by Christy Lefteri (2019)

No Friend But the Mountains by Behrouz Boochani (2018)

Going Back by Associate Professor Munjed Al Muderis and Patrick Weaver (2019)

Home: Drawings by Syrian Children edited by Ben Quilty, Foreword by Richard Flanagan

**Publications**


Deported to Danger Vol I & II, Edmund Rice Centre www.erc.org.au


Interactive Projects And Online Resources

Go Back to Where You Came From – Online resources supporting the SBS TV series, including school pack, interactive activities, factsheets, video clips and general information. M Classification https://www.sbs.com.au/programs/go-back-to-where-you-came-from

Global Words – Integrating the teaching of English with global citizenship education, encouraging students to become ethical, thoughtful and informed citizens, ready to take action for change. www.globalwords.edu.au


Treehouse Theatre Tree of Life Performances – Personal performances from young refugees of their own stories and experiences which become a powerful teaching and healing process.
Additional Resources for Teachers

www.treehousetheatre.org.au/

Jump Up & Down 4 Kids Campaign – Global social media campaign encouraging broader awareness of children held in immigration detention. #jumping4kids

We’re Better Than This Australia Campaign (WBTTAUS)
http://wbttaus.org/

UNHCR ‘What They Took With Them’ Rhythmic Poem performed by Cate Blanchett and fellow actors. https://www.youtube.com/watch?v=xS-Q2sgNjl8

Welcome Dinner Project – Connecting newly arrived people with established Australians over dinner conversation in the comfort of their own home. The Welcome Dinner Project is a powerful way to build trust, belonging and connection between people and break through cultural, social and other barriers, as we share food and stories. https://welcomedinnerproject.org/

Face to Face Program — Refugee Council of Australia
RCOA is offering an incursion program for schools in the Sydney and Melbourne metropolitan areas and Wollongong region. Under the Face to Face program, a representative from RCOA and a speaker of refugee background present to students, teachers and other interested groups about the refugee experience. Refugee speakers share personal stories and give students the opportunity to learn about their experiences and their contributions to Australia. The presentations are linked to the school curriculum and cover who refugees are and where they come from, facts about refugees worldwide and in Australia, conditions faced by refugees overseas and Australia’s refugee policies. (RCOA) https://www.refugeecouncil.org.au/schools-program/

Refugee Week Kit
https://www.refugeecouncil.org.au/

Websites

Australian Human Rights Commission
www.hreoc.gov.au

Australian Catholic Migrant and Refugee Office
www.acmro.catholic.org.au/

Australian Catholic Social Justice Council
www.socialjustice.catholic.org.au

Caritas
www.caritas.org.au/learn/schools

ChilOut: Children Out of Immigration Detention
www.chilout.org

NSW Department of Education and Communities, Centre for Refugee Research UNSW

Edmund Rice Centre
www.erc.org.au

Refugee Council of Australia
Additional Resources for Teachers

Refugee Week Resource Kit

UNHCR (Educational tools and simulation games)
www.unhcr.org/473dc1772.html
www.unhcr.org/46a07f8c4.html
www.playagainstallodds.ca/

UNICEF
http://www.unicef.org.au/educational-Resources

Asylum Seeker Resource Centre
www.asrc.org.au

SSI Settlement Services International
http://www.ssi.org.au/

Love Makes A Way
lovemakesaway.org.au

Global Education
www.globaleducation.edu.au

CAPSA Catholic Alliance for People Seeking Asylum
capsa.org.au

Songs

“Cry Freedom” by Mark Raue & Louise Crawford. From the CD Change the World available at www.commongoodmusic.com.au
Free music video for this song available at: https://www.youtube.com/watch?v=4lQCu8-MtPA

(You may need to copy and paste the link into your browser to access the song)

“No Room At The Inn” by Mark Raue. From the CD Turn Down the Heat available from the Edmund Rice Centre at www.erc.org.au or https://commongoodmusic.wordpress.com/no-room-at-the-inn/

“The Dream” by Mark Raue. From the CD Justice Cries available at https://commongoodmusic.wordpress.com/the-dream/

“Woomera” by Mark Raue. From the CD Justice Cries available at https://commongoodmusic.wordpress.com/woomera/

Jump Up&Down 4 Kids Campaign Song “Jump” by James Long and Mark Rix https://www.youtube.com/watch?v=uqi69vnhzkE

“Oh Canada” by Missy Higgins
https://www.youtube.com/watch?v=TsFaLOyWU0
Films

*Between the Devil and the Deep Blue Sea (Abridged) (2012)*
Meet the human faces behind an important issue of our time. **Caution:** The abridged version of the film has a school Year 7+ (PG approximate) classification. It contains descriptions and suggestions of human suffering and footage of the Christmas Island boat disaster in which many people drowned.
Duration: 95 minutes
http://deepbluesefilm.com/

*New Land, New Life* (2013)
The inspiring firsthand stories of five refugees from the Horn of Africa who’ve settled in Australia. All have undergone great hardship yet made successful new lives here.
Duration: 25 minutes
www.harda.org.au

New Land New Life Educational Resource For Teachers is also on the website.

*Mary Meets Mohammad* Film and Study Guide (2013)
Mary, a local Christian woman opposed to the new detention centre in Tasmania, meets a young Muslim detainee, Mohammad, and an unlikely friendship and understanding develops after her knitting club donates beanies to the asylum seekers. Suitable for Year 9 + students.
Duration: 80 minutes
www.marymeetsmohammad.com

*Journeys to Auburn* Film (2013)
An insight into the lives, journeys, experiences and dreams of Auburn’s refugee community.
Duration: 30 minutes
www.youtube.com/watch?v=n3qK4sptrsE or AuburnCityCouncilTV

*Cast from the Storm* (2016)
Cast from the Storm is an award winning Australian documentary that tells the tender story of a group of teenage refugees who share their extraordinary stories and find healing in an after-school theatre group. The film can be viewed via the website:
Duration: 72min
http://www.castfromthestorm.com/

*Treehouse Theatre Tree of Life Performances* (See Page 58)

*The Baulkham Hills African Ladies Troupe*  (2016)
The film follows the story of four charismatic and inspirational African women, now living in Australia, who, with the help of acclaimed theatre director Ros Horin, turned their harrowing stories into a joyous theatre of humanity that has filled theatres from across their new country to the other side of the world.
Duration: 81 minutes
http://africanladiestroupe.com/

*Hope Road*  (2017)
A refugee from the Sudanese civil war, Zacharia (one of the ‘lost boys’ of Sudan) lives in Sydney, Australia, with his partner and daughter. He desperately wants to do something for his village, now in the newly created nation of South Sudan. His dream is to build a much-needed school,
and he enlists the backing of numerous well-intentioned Australians. Janet, a dedicated supporter, joins him on a 40-day charity walk from the Queensland border to Sydney to raise funds for this venture. Will this strategy raise the funds they need? Thwarted by escalating conflict back in South Sudan, and shocked by a broken relationship, Zac must decide what’s important in his life. 
Duration 103 minutes

The Staging Post (2018)
The Staging Post follows two Afghan Hazara refugees, Muzafar and Khadim stuck in Indonesia after Australia ‘stopped the boats’ and facing many years in limbo, they built a community and started the school which inspired a refugee education revolution. It’s a real-life, real-time, multi-platform documentary about friendship, connection and the power of community. 
Duration 90 minutes

Border Politics (2018)
Leading human rights barrister Julian Burnside AO deconstructs harsh asylum seeker policies around the world, arguing that failure in political leadership is compromising human rights and destroying democratic principles in the West. PG Classification Caution: The film contains descriptions and footage of human suffering from incidents that have occurred in the world involving refugees and people seeking asylum.  
PG Classification: Suitable for senior students and adults. 
Duration 90 minutes
https://www.rymerchilds.com/borderpolitics

The Merger (2018)
A former star footballer turned social justice campaigner returns to his home town and is persuaded to coach the struggling, local footy team. He recruits refugees to make up the numbers with hilarious results, but ultimately takes the community on a journey of change.  
M Classification: Coarse Language 
Duration 98 Minutes 

Journey Beyond Fear (2018)
A feature documentary told through the eyes of a teenage girl and her refugee family in pursuit of resettlement. This emotional roller coaster takes us from despair to joy through hope, humour and love - shattering prevailing stereotypes.  
PG Classification: (Teacher needs to check that the film is appropriate to student age level) 
Duration: 99 minutes
https://www.journeybeyondfear.com/
Aspire not to have more, but to be more

Archbishop Oscar Romero
Users are encouraged to use and distribute the work for non-commercial purposes (including educational purposes, research and study) as long as the work is unchanged and is attributed as follows: Asylum Seekers and Refugees Education Resource: Activities for Students, © Edmund Rice Centre for Justice and Community Education, 2013

This resource is readily available for download from the ERC website:

www.erc.org.au/Resources_for_Schools/Asylum_Seekers_and_Refugees

For feedback and enquiries regarding this Education Resource contact

erc@erc.org.au

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Everyone has the right to seek and enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations

*Universal Declaration of Human Rights — Article 14*